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Carnegie Corporation
and College Libraries
1929-1938

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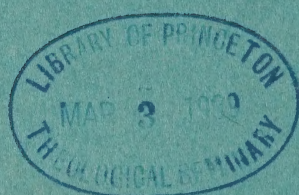
By

WILLIAM WARNER BISHOP



CARNEGIE CORPORATION OF NEW YORK

1938



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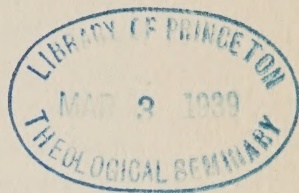
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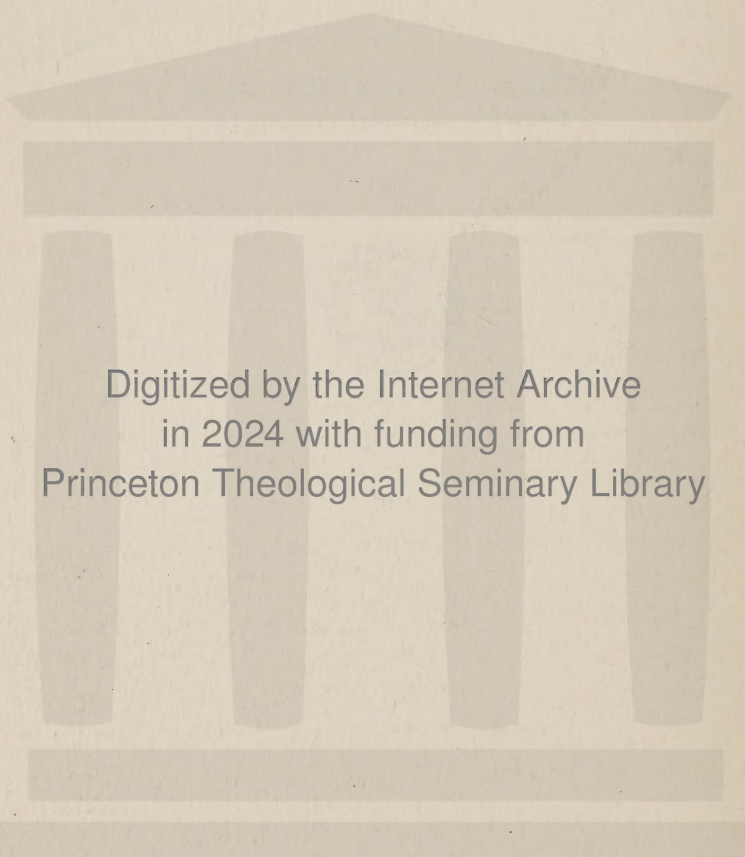
WILLIAM WARNER BISHOP

LIBRARIAN, UNIVERSITY OF MICHIGAN



CARNEGIE CORPORATION OF NEW YORK

1938



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CHANGES in the undergraduate curriculum since the World War have made the education of the student depend far less upon what he hears in the classroom or what he is told by the teacher to study than upon what he digs out for himself, not from a textbook but from many books. These curricular changes in colleges were not always accompanied by adequate increase in the book collections and facilities of academic libraries. Recognizing the importance of the library in the new plans of instruction, the Corporation during 1925-29 made many exploratory grants for development of college libraries. These grants were not only helpful to the colleges, but were illuminating to the Corporation. Since 1929, the Corporation has carried out a continuing series of grants aimed at the development of college libraries through purchase of books for general undergraduate reading. Three groups of colleges have been affected: four-year liberal arts colleges in the United States; colleges in Canada and Newfoundland; junior colleges in the United States. Selections within each group have been made with due attention to varying types and geographical areas.

In studying these colleges preliminary to the voting of grants, the Corporation has enjoyed the effective cooperation of a number of informed and competent advisers. Chief among these has been Dr. William Warner Bishop, Librarian of the University of Michigan. Believing that a review of the ten years' association which Dr. Bishop has had with this activity of the Corporation will be of interest and value, the Corporation requested him to prepare the report which is now presented.

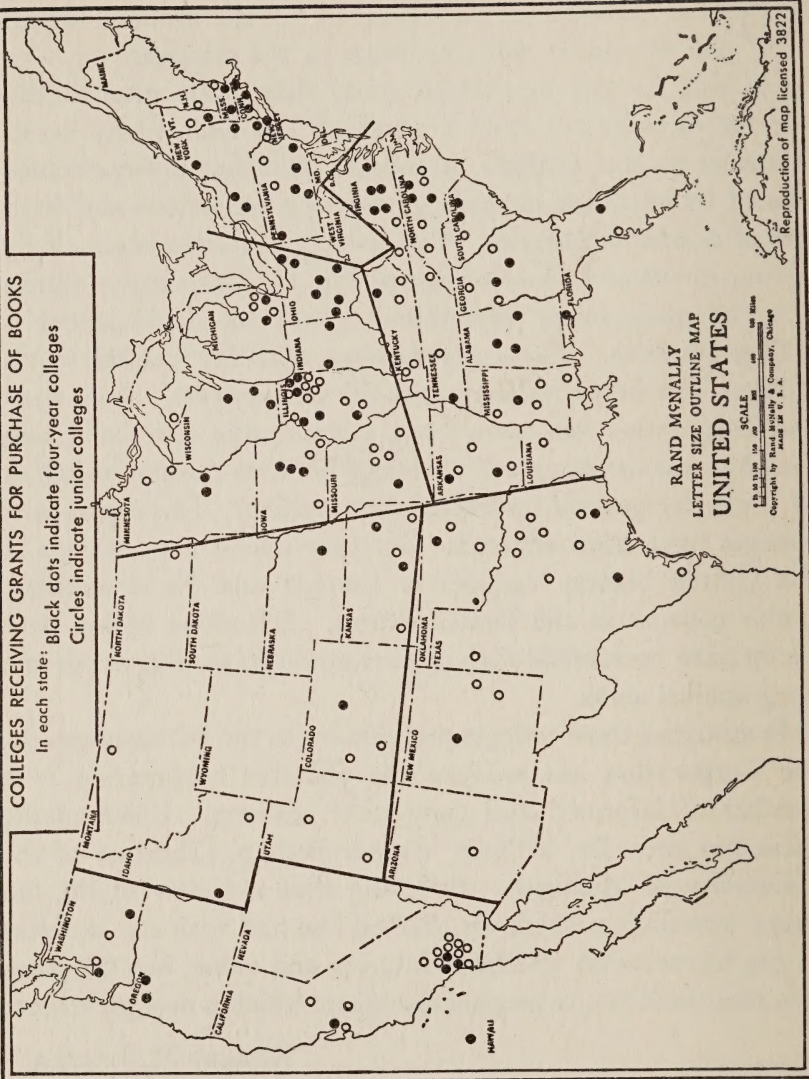
ROBERT M. LESTER
Secretary

April 12, 1938

COLLEGES RECEIVING GRANTS FOR PURCHASE OF BOOKS

In each state: Black dots indicate four-year colleges

Circles indicate junior colleges



RAND McNALLY
LETTER SIZE OUTLINE MAP
UNITED STATES

SCALE
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CARNEGIE CORPORATION AND COLLEGE LIBRARIES

1929-1938

INTRODUCTION

In May, 1937, the third Advisory Group on College Libraries set up by the Carnegie Corporation concluded its recommendations for grants in aid of the libraries of junior colleges. In June of the same year these grants were made available, and centralized purchasing for ninety-two junior college libraries was begun in Ann Arbor. It seems desirable, before undertaking assistance to other groups of colleges, to review the work of the three advisory groups and to attempt to estimate the effect upon the colleges of the aid extended to their libraries. This statement, therefore, is prepared at the request of the President of the Carnegie Corporation as an informal summary of almost ten years of active work in aid of college libraries in the United States and Canada. It is not a statistical report, although statistics will necessarily enter into it, nor is it any attempt at a philosophical discourse on the place of libraries in colleges or the function of the college library in the educational process. It is my intention to describe briefly in narrative form the various steps in the work of the three advisory groups and also in the operation of purchasing. To this report is appended a bibliography covering the books and articles which appear to have grown out of the grants made by the Corporation, and certain maps and statistical tables are likewise furnished as an aid to an understanding of these operations.

GROUPS OF COLLEGES

There are at least four well-defined groups of colleges in the United States and Canada, and a fifth group could easily be made of institutions which in no way fall into the first four.

In the first group are the colleges which are found in connection with universities. Most of these universities have grown as a result of the original founding of a college. A familiar example is, of course, Harvard University, starting in 1636 as a simple college and expanding in the course of three centuries to its present dimensions, including, it may be remarked, an extraordinary variety of libraries, small and great, in its present organization. As Harvard is typical of the older endowed universities, Michigan is perhaps typical of the state institutions which have sprung up in the last century. In the case of Michigan, as at Harvard, a college was the original foundation, and it was not until thirty-three years after the actual establishment of the "University of Michigania" in 1817 that the first professional school, the College of Medicine, was added to the original College of Literature, Science, and the Arts. In very few, if any, of the fifty or more universities in the United States has there been erected a separate library for the college of liberal arts. Not even in the urban universities, which have come into prominence in the last thirty-five years, has a separate library been organized for the arts college. Our universities have without exception developed a great central library out of the original college library, and have added to it special libraries for professional schools and institutes as these have been created. There is a great diversity in size, in organization, and in control of the various libraries of the modern American university. On this account it has not seemed wise to attempt here any study of American university libraries, since in such an attempt it would be extremely difficult, if not almost impossible, to arrive at any general and profitable conclusions as to their needs and their support.

The second group is composed of the liberal arts colleges with a four-year curriculum. These are very numerous. Some 225 are recognized by the Association of American Universities as effective institutions preparing students properly to undertake graduate study for advanced degrees. Probably as many more which are doing good work have not received this particular type of recognition. The number of four-year colleges of liberal arts which are operating in a fairly successful manner in the United States undoubtedly exceeds 400. Their distribution is by no means uniform, however, throughout the country. A few are institutions for men only; a few for women only; but the greater part are coeducational. There is a concentration (due to historical reasons) of liberal arts colleges in the Northeastern states, which is not matched in any other portion of the United States except in Ohio. In the Rocky Mountain area and in the Far West, the liberal arts colleges have made only slight progress in competition with the state supported universities and other institutions of higher learning. In the rest of the country, however, the privately endowed and controlled college of liberal arts is a distinct, well-defined, and thoroughly American institution, widely spread and on the whole well conducted, though with very definite evidence in the last quarter century of serious financial difficulties. The libraries of this group of colleges were first selected for study by the Trustees of the Carnegie Corporation. It was worthy of note that the various "state colleges," most of which are better known under the term of "land grant colleges," were not given consideration in this study. Whether this was due to inadvertence or to a deliberate decision arising from the somewhat mixed character of these colleges, which usually have attached to them technical schools and institutes of one sort or another, is a matter for conjecture. At all events, the land grant colleges with the universities have been clearly omitted in the work of the past ten years, covered in this report. It is note-

worthy that only a few state supported or municipally supported schools which are not land grant colleges were included in the original list of colleges from which information was sought by the Advisory Group. On the other hand, the Group did recommend awards to a limited number of colleges receiving state support.

Junior colleges did not begin to play any considerable part in the American educational world until about 1910, although a number of them date back considerably before that year. They have grown, however, to the surprising figure of over 550. They are of all sorts and varieties, ranging from old established liberal arts colleges, which for financial reasons were unable to maintain a reasonably high standard and thus secure recognition by accrediting agencies, and hence deliberately took on the junior college status, to mere enlargements of municipal high schools. They range in number of students from less than 100 to over 5,000. They are particularly strong in the Far West, the Southwest, the Southeast, and the Mississippi Valley. There are but few in New England, New York, Pennsylvania and Ohio. The junior colleges are about evenly divided between privately and publicly controlled institutions throughout the country as a whole. Those under public control are supported by municipalities, by counties, by groups of counties, and by states. A few junior colleges are strongly denominational, but in general there are far fewer denominational colleges in this group than in the group of four-year liberal arts colleges.

The teachers colleges are another newly developed group. They have almost uniformly grown out of normal schools, and form a distinct class by themselves. Ignoring for the moment those which are really professional schools of education in universities, teachers colleges are almost wholly state supported. They have in practically every case grown out of normal schools, and until recently many of them have not had a four-year curric-

ulum. In fact, many are still in the process of reaching a four-year basis. This group presents a wide range in the size of its libraries. It is, however, easily observable that with a few exceptions the teachers college libraries are fairly uniform in size, the greater part of them having under 30,000 volumes. Only a very few have reached the figure of 100,000. They are practically all publicly supported, and are distributed almost uniformly throughout the entire country. The only states which have no teachers colleges are Delaware, Florida, South Carolina, Utah, Wyoming, and Nevada. These colleges have more and more tended to grow away from their original purpose as normal schools—they have become in effect colleges of liberal arts especially designed to train teachers. They are almost uniformly coeducational, but the attendance of women is so large that the percentage of men is in many cases negligible. Assistance to this group is under discussion by the Corporation at the present time.

In addition there is a considerable number of institutions of higher education, such as colleges of engineering and other technical schools, colleges of music, the agricultural colleges, and so on, which do not fall into any single group. The Corporation has as yet done nothing for the libraries of this group in the way of organized study and assistance, although grants have been made to some colleges which would naturally be classified here.

It may be remarked that institutions for negroes are found in all these classifications, but because foundations are accustomed to consider separately the needs of negro colleges as a group, the colleges for negroes have not been included in the studies made by the various advisory groups, and will, therefore, not be considered in this report. It should be noted, however, that one large grant (\$25,000) was made directly by the Corporation to Tuskegee Institute, and was expended through the purchasing office of the Advisory Group.

To sum up, the studies of libraries described in this report have not covered universities, the land grant colleges, technical schools, and colleges for negroes. They have covered the four-year liberal arts colleges in the United States and Canada, the junior colleges, and in the way of preliminary study only, a few of the teachers colleges.

LIBRARIES IN FOUR-YEAR LIBERAL ARTS COLLEGES

In the fall of 1928 the Carnegie Corporation established an Advisory Group on College Libraries. The original Group consisted of three college presidents, Aydelotte of Swarthmore, Lewis of Lafayette, and Wilkins of Oberlin; two deans, Gildersleeve of Barnard, and Hawkes of Columbia; two librarians, Keogh of Yale, and Bishop of Michigan; Dr. Kelly, Secretary of the Association of American Colleges. Messrs. Keppel and Lester represented the Carnegie Corporation. Professor Reed of Vassar served for a brief period, but was obliged to retire, and President Glass of Sweet Briar was selected in her place. Later Mr. Milam, Secretary of the American Library Association, Dr. Wilson, then Librarian of the University of North Carolina, and Professor Waples, Acting Dean, Graduate Library School, University of Chicago, were elected to the Group. The Group had as consultants Professor Randall, University of Chicago, and Mr. Shaw, Librarian of Swarthmore. Mr. Bishop served as Chairman of this Group. At its first meeting it was definitely determined that its purpose would be the stimulation of careful thinking about the problem of college libraries on the part of the executive officers, governing boards, and the faculties of American colleges. While its prime function was to select certain colleges to receive grants in aid of their libraries from the Carnegie Corporation, the aim animating the Corporation Trustees in undertaking this study was not alone the distribution of funds, but such a use of these funds as to accomplish the wider purpose of developing careful and thoughtful

concentration on the college library as an integral factor in the educational work of the college itself. All the work of the Group during the four years of operation was done with this purpose in mind. Merely to have made a wise selection of institutions to receive grants of money would perhaps have been a sufficient justification for the time and energy spent on this project; but there were larger and far more vital purposes behind the Group's activities. Its success or failure must be judged by the extent to which its actions have succeeded in calling the attention of the college world to the college library as a definite problem.

To begin with, it was evident that there were no reliable standards or definite and comprehensive statistics, and no considerable body of information about college libraries as a group. There had been an increased interest in these libraries as shown by an increasing number of articles in the educational press in the previous five years, but the Group was practically without reliable information either as to many individual colleges and their libraries, or as to what could be said to constitute a good college library. The first problem, therefore, was to secure accurate information. To this end the Group designed a "score card." This was submitted to a group of college presidents at the Chattanooga meeting of the Association of American Colleges in January, 1929, and various modifications were made in consequence of the discussions at that time. It was quite amusing to observe that most of the college presidents were unable themselves to answer the general questions on the "score card," and almost without exception remarked that they would have to call upon their librarians to provide the details. A few of them were not aware of the total amount of the budget for their libraries. Still less did they know the amount spent for books. The "score card" was sent out to more than 200 colleges. The data submitted were later studied with very great care, and have been analyzed by Professor William M. Randall in his book, *The College Library*, published by the

American Library Association in 1932 at the expense of the Corporation. The "score card" is printed as an appendix to Professor Randall's book, and in another appendix an analysis is presented of the returns submitted by 205 colleges. In making this data available through financing the publication of this book by Professor Randall the Corporation has done a great service to college education in the United States. For the first time the book made available quite definite figures submitted to careful analysis and thoroughly tested at every point.

It was also evident that there was not in existence a standard list of books for a college library. In spite of the multiplicity of bibliographies of all sorts, no one had ever compiled and published a list of titles recommended for the library of an American college of liberal arts. It was obvious that mere figures of size would provide no just estimate of the quality of a college library. The Group, therefore, decided at an early date to undertake the publication of a *List of Books for College Libraries*. The preparation of this *List* was intrusted to Mr. Shaw, and the *List* itself was published in a preliminary edition in 1930. Mr. Shaw has described the manner in which the *List* was prepared both in the introduction to the book itself and in an article in the *Library Quarterly* (Vol. 1, January, 1931, p. 72-78). During the progress of the editorial work on the *List* it became so evident that colleges would use it as a basis for purchasing books that a change was made in the essential character of the *List* itself, in an endeavor to include many modern books rather than to make a standard list of books which colleges might have been able to purchase in the course of the last quarter century. This change led to a certain unevenness in the *List*, which is perhaps to be deplored, but there is no question that the change was in the right direction. The *List* consists of some 14,000 titles. It was issued in a second preliminary edition in 1931 by the American Library Association at the expense of the

Corporation. It is a large quarto volume of 810 pages, the last 111 pages of which comprise the index.

In its preliminary form the *List* was checked by over 200 colleges. The returns were carefully analyzed by Professor Randall at the University of Chicago, and were made available to the Advisory Group for the purpose of evaluating the various college libraries. It is possibly worth while to remark that the range of titles in the possession of the colleges checking the *List* was nothing short of amazing, running from one college library which had only 158 out of 14,000 titles, to another (checked after the grants were finished) which possessed over 13,500. It seems incredible that any such variation could exist. It is, however, noticeable that the more recent studies of union catalogs show that duplication of titles is by no means a characteristic of American and British libraries. This, of course, is by the way, and is perhaps not germane to this report. The Advisory Group likewise suggested the publication of a book on college library buildings, which was produced by James Thayer Gerould, the librarian of Princeton, and published under the title, *The College Library Building*, by Scribner in 1932. This is also the first book on its subject to be produced in the English language, and while it lacks floor plans and sections it is a concise and valuable summary of information for use in planning and building a college library. It may be said further that the members of the Group furnished a considerable number of articles to the educational journals, and to the library press, and that these books and articles contributed decidedly toward stimulating interest in college libraries, the task which the Group had in mind from the beginning.

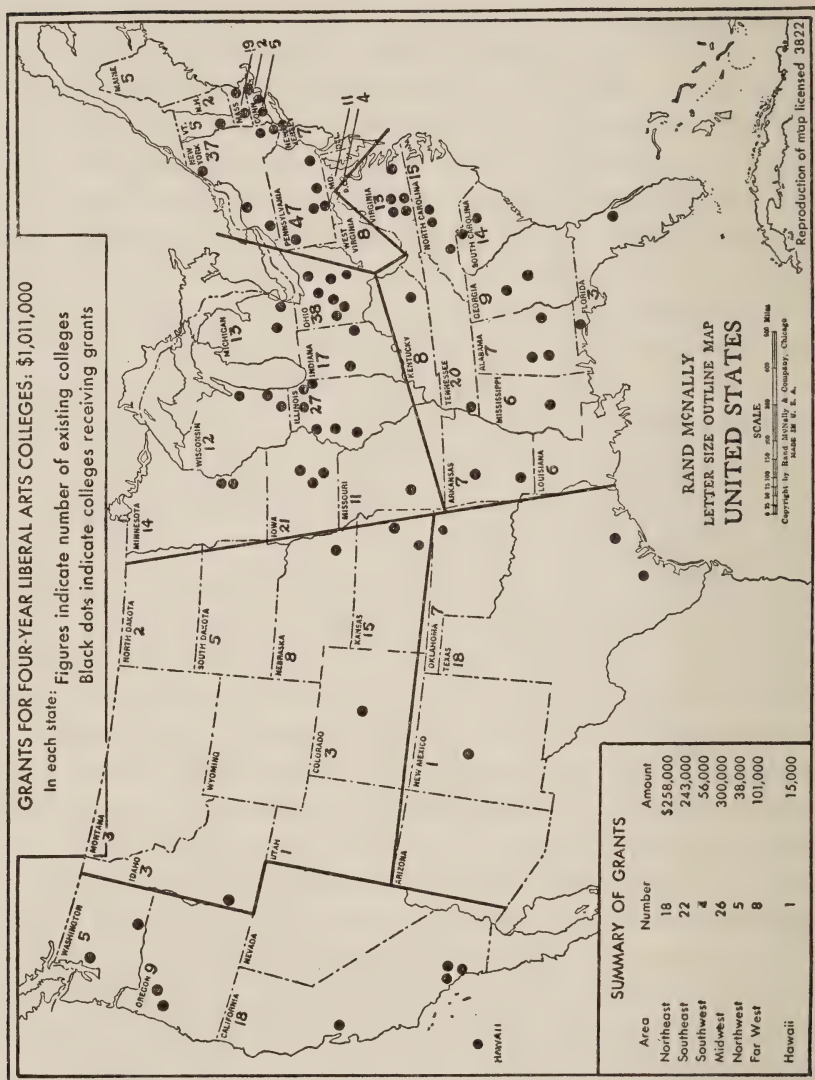
Even when the returns from the "score card" and the analyses of the checked book lists were before the Advisory Group, it was quite plain that personal inspection would be necessary for a correct judgment about the various colleges under discussion. Visits were made in the first year of the Group's opera-

tion by members of the Group itself and by one or two college officers suggested by members. Their reports proved, however, to be so lacking in uniformity that they did not afford a good basis for comparison and subsequent selection. Professor Randall was therefore employed to visit college libraries, and personally inspected 125 out of the 200 which were before the Group for consideration. That figure had been reached by a process of elimination at various meetings of the Group. It was apparent from the beginning that the available money could easily be recommended for expenditure in the North-eastern region alone, and it was, therefore, determined to make selections in the various parts of the United States to insure wide geographical distribution of the grants.

In the process of his visiting, Professor Randall developed an interesting technique of inspection, which has been carried into effect in subsequent surveys of colleges and their libraries. It is probably not advisable to go into the details of his methods, but it is proper to call attention to the fact that there proved to be a vast difference between casual inspections by college presidents and professors and the conclusions arrived at by a trained observer who was looking for very definite answers to definite inquiries in each of the colleges visited. It was not easy for Professor Randall to develop this technique, and in common with other later visitors, he found it necessary to make his own observations and to rely on them rather than on published statements and private information. It is perhaps worth while to observe incidentally that systematic visitation and judging of libraries of any type is something rather new in the library world, and in performing this service the Carnegie Corporation has aided in developing a survey method which promises to have permanent results of great value. Professor Randall's reports were treated by the Advisory Group as confidential, and with one sad exception have never been made known to anyone other than the officers of the Corpora-

tion and the Group itself. The experience which we had in the sole case in which we departed from this rule led the Advisory Group itself and its successor, the Advisory Group on Junior College Libraries, to decide to keep these reports entirely confidential. It would probably be extremely interesting and even instructive to publish a few typical reports, leaving out the names of the institutions. It may be remarked that in Professor Randall's book he omitted, in order to avoid invidious comparisons, the names of the institutions whose statistics he so carefully compiled.

The Advisory Group was more troubled by the geographic factor than any other single element in reaching its decisions. It is obvious that standards necessarily vary somewhat in different parts of the country. It is particularly true that some states are poorer than others, and that certain regions are thinly populated and have developed liberal arts colleges to only a small extent. It is not possible to treat the Rocky Mountain region with quite the same critical attitude which would naturally be adopted in the case of New England and New York. The map on the following page shows the total number of four-year liberal arts colleges found in the educational directories of 1929, and the geographical distribution of the grants recommended by the Advisory Group. It will be seen that while the Group endeavored to spread its recommendations for grants over the entire country, it was not able to make recommendations for four-year liberal arts colleges in certain regions and states. The reasons for this attitude must be sought in existing conditions rather than in any lack of sympathy on the part of the Advisory Group with the efforts of these colleges or with their peculiar handicaps in various regions of the country. Anyone studying the map will also be quick to take cognizance of the extent of publicly supported institutions in various parts of the United States. One may say that a serious injustice may have been done in passing over so



many excellent schools in the Northeastern states. This, however, was a deliberate decision on the part of the Advisory Group, which trusted to the Corporation to counterbalance this action by later evidences of confidence in the colleges thus passed over. It is gratifying to report that the Corporation later made grants to the libraries of several of these institutions deliberately omitted from consideration by the Advisory Group on College Libraries.

The grants were based necessarily on selections from groups. These were groups both of colleges and of states. It would have been quite impossible to proceed by any other method without a great deal more money than was available at the time the grants were recommended. Eighty-three colleges in all were recommended for grants. They were selected during a period of three years, the work of the Advisory Group being concluded early in 1932. The list of colleges receiving grants is appended to this report. (See Appendix A, page 51.) One can see by consulting the list that the distribution in different regions of the country was fairly even, particularly in view of the comparatively minor development of liberal arts colleges in certain areas. It is probably true that if the Advisory Group had made no selections until it had completely studied the college libraries of the entire country, it would have refrained from certain recommendations made in its first two years. These were made, however, in good faith from the best information at that time, and it is believed that none of the recommendations was a mistake. Yet some colleges were selected for recommendation at that time which would not have been recommended in the light of later methods. The total amount granted by the Trustees of the Corporation to the colleges receiving grants for the purchase of books was \$1,011,000. This money was all spent over a five-year period for books for the libraries of these colleges. Most of it was expended through the office of the Chairman in Ann Arbor. The total is impressive, particu-

larly in view of the financial difficulties which most of these colleges encountered between 1930 and 1935.

In addition, while the work was in progress, the Carnegie Endowment for International Peace asked the Advisory Group to select American colleges in the Near East to receive \$50,000. The selection of colleges and division of this money were intrusted by the Group to its Chairman, who acted on information supplied him from various sources. These grants were generally expended half in the United States and half in the countries in which the colleges were located. The American purchases were all made and shipped through a well-known New York importing firm. The foreign purchases were made with money sent directly by the Carnegie Endowment to each college. The cost of carriage was included in the amounts spent in America for the colleges. While this was a minor operation, there is ample evidence of the value of the grants given to the libraries of this interesting group of American colleges established in the Levant. (See Appendix B, page 54.)

It was decided at an early date that it would be best to centralize the purchasing for the colleges. This work was begun in March, 1931. Mr. Hugh C. Gourlay was placed in charge of these purchases, and upon his appointment in 1935 to the position of librarian of McMaster University, Hamilton, Ontario, he was succeeded by Mr. Foster E. Mohrhardt. Mr. Gourlay served the Chairman of the Group as a very efficient secretary in gathering and presenting materials, as well as in purchasing. He also performed alone most of the work of visiting the Canadian college libraries.¹

A very interesting article could be written on the experiences

¹ Mr. Gourlay reported to the Carnegie Corporation in March, 1935, on the expenditures for books which amounted at that time to over \$850,000. This report was mimeographed and distributed to a limited number of persons. I wrote a brief article about this centralized purchasing for the *Mélanges offerts à Marcel Godet*. This article was reprinted in the *Library Quarterly* for October, 1937.

of Mr. Gourlay and Mr. Mohrhardt in directing these purchases. It should be emphasized, however, that in every case the selection of books to be bought was made by the colleges, and not even suggestions were made by the Corporation or by its employees. This attitude of entire impartiality has been maintained throughout the existence of the purchasing office. A strict but simple system of accounting was devised which made it possible to see at any minute the exact balance in each allotment. It was also possible to estimate just what orders were placed with each dealer. A simple method of closing out the accounts was devised, and it is perhaps not without interest to report that 84 different accounts with as many colleges have been closed without question or misunderstanding. The Corporation requested the purchasing office to care for buying books under certain grants made outside the operations of the Advisory Group. This brought the total of sums expended to almost \$1,000,000. Certain colleges which had well established purchasing departments and were accustomed to buying in the second-hand markets in Europe and America were given portions of their grants outright in order that they might profit by their established relations with dealers.

The chief advantage in centralized purchasing was of course the fact that by this means the colleges were enabled to get more books for their money. Very favorable discounts were secured, decidedly better than would have been possible if each college had handled its purchases without the aid of this centralized purchasing arrangement. It is not too much to say that the four-year liberal arts colleges got at least \$100,000 worth of books which would not have come to them had the purchases not been centralized. Also the colleges secured the books which their professors wished to have purchased. A great part of the work of the small office force which was maintained in Ann Arbor was given over to "running down" and identifying the books ordered. Only the resources of a large

university library made this work possible. In many cases it took considerable searching of trade and national bibliographies, of the great depository catalog, and of specialized bibliographies to identify the book in question. Also it is fair to point out that most of the college librarians lacked that acquaintance with the European and American book trade which is necessary to the successful placing of orders for unusual material. It is not unfitting also to observe that dealing with this centralized agency must have revolutionized the ordering methods of a good many college libraries. Orders originally came in in such bad shape that many had to be rewritten by the purchasing office or returned to the college. The accounting in the colleges in many instances was very loosely done and had to be continually corrected with the records in the purchasing office.

Further, on the recommendation of the Advisory Group, the Corporation gave for the endowment of librarianships \$150,000 each to Oberlin, Swarthmore, Wesleyan, and Lafayette, thus increasing its grants by the large sum of \$600,000. (See Appendix C, page 54.)

At the outset the Group discovered there were no accepted standards for college libraries. During the four years of its work the Group kept recurring to this fact, and at its last meeting adopted a set of standards prepared by a sub-committee, but worked over with great care by the entire Group. These standards were published by the Corporation in a pamphlet describing the work of the Group. This publication has had a fairly wide distribution, but it is to be regretted that the standards themselves did not receive great publicity in the educational world. (See Appendix G, page 61.)

It is very difficult for one who has been in the midst of this entire operation to attempt to pass judgment on the undertaking as a whole. It is fair to ask whether or not the Corpora-

tion succeeded in its purpose, through the expenditure of more than \$1,500,000, in calling the attention of the college world sharply and pointedly to the fact that in its libraries it has a real problem. Could the same result have been achieved by other means? It is possibly better to leave discussion of these points to others. I am, however, quite genuinely convinced that the Corporation achieved a fair measure of success, and I am certain that the students and the faculties of colleges receiving grants benefited enormously by the books thus made available to them. It is only fair to comment on the character of the books added to the college libraries with the money thus provided. Anyone who will scan the lists of orders can easily satisfy himself that a very large number of extremely important works were bought for the college libraries. It is proper to point out that many expensive reference sets were included in these orders, which most of the colleges would have felt they could not otherwise have purchased. Important files of periodicals were added or completed. Colleges took advantage of the opportunity to round out collections admittedly one-sided and imperfect. Certainly there could be no question as to the great value of the bulk of the purchases. There is abundant evidence that the colleges which did not receive grants were stimulated to inquire as to the reasons why they were passed over. In my own experience there were many such instances, some of which were not without their painful side. The office of the Carnegie Corporation has doubtless had many other cases of a similar nature brought to its attention.

We have gratifying evidence that when the grants were concluded many of the colleges did not allow their libraries to drop back to former levels of expenditure. It is not out of place to call attention to the effect of the depression on the income of the colleges. When these grants were originally made, it was distinctly understood that in every case the college was *not* to reduce its outlay for the library on account of the grant. The

payments were spread over a period of years in order that the staffs of the college libraries should not be too greatly burdened by a sudden huge influx of material. Soon after the grants became operative the incomes of many of the colleges were seriously reduced, and it became necessary for the Corporation to relax its original requirement that book funds should be kept at the old level. In consequence it is not too much to say that these grants were a veritable godsend to the college libraries at a period when without them they would probably have been obliged to curtail or even cease their purchase of new books.

Another result was shown by the organization of the American Library Association, College Library Advisory Board. It is unquestionably true that the demand for this organization would not have come to a head had it not been for the stimulation given by these grants in aid of college libraries. The present demand for a supplement to Shaw's *List of Books for College Libraries* is another indication of the value of the *List* itself, and of the sort of authoritative information it has provided.

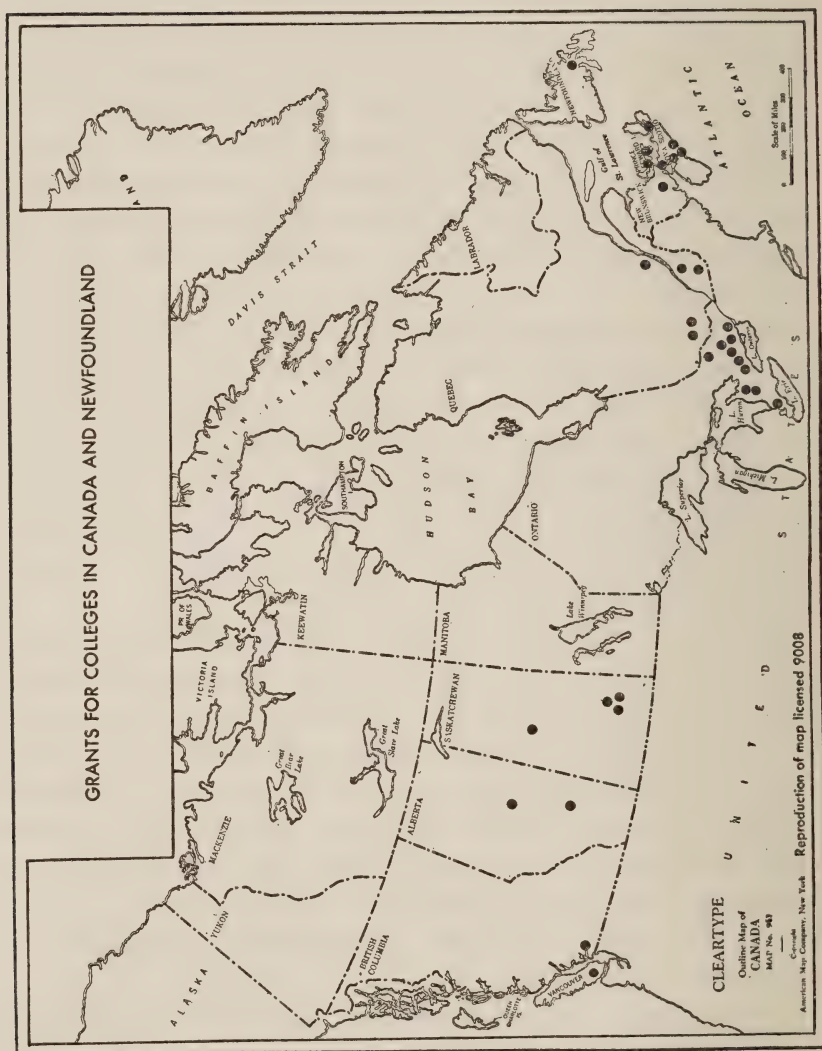
While all these things are true, it seems to me that it is highly desirable that there should be a check-up on at least a few representative institutions. Such a thing was attempted a few years since at the instance of the Corporation, and Professor Randall re-visited certain colleges which he had previously reported on. The time has come, however, for a more careful and more extensive survey of the college libraries receiving grants, which should probably not be made by any person connected with the Advisory Group.

LIBRARIES IN CANADIAN COLLEGES

While the American colleges were being studied, the Corporation determined to make grants from its British Dominions and Colonies Fund to Canadian colleges and universities. The Advisory Group on Canadian College Libraries was organized,

and held its first meeting in 1931 in Toronto. This Group consisted of the late George H. Locke of the Toronto Public Library as Chairman, President F. W. Patterson of Acadia University, Mr. Fred Landon, Librarian of the University of Western Ontario, and Mr. Bishop of the Advisory Group on College Libraries; Mr. Lester represented the Corporation. This Group held its final meeting in June, 1932. The Canadian Group proceeded in a somewhat different manner from the American Group. The Canadian colleges are strung out on an east and west line from Halifax to Vancouver. There are some few colleges of the four-year liberal arts type, while the universities resemble American universities in organization. Both groups were considered and shared in the awards. The final grants were made with careful regard to geographical distribution and to other considerations. Twenty-five of the Canadian colleges and universities were visited by Mr. Gourlay, and others by members of the Advisory Group itself. The total grants amounted to \$213,300, made to 32 colleges and universities. (See Appendix D, page 55.)

Chairman Locke of the Canadian Group took a very active part in reaching decisions and in many cases conferred with the authorities of colleges and universities, insisting upon certain improvements in administration, in buildings, and in additions to the library budget. In contrast to grants made to colleges in the United States, these Canadian grants were made directly to the universities and colleges concerned, and no efforts were made to centralize the purchasing or to prepare a Canadian book list. Considerable attention was given, however, by the Chairman of the Group to supervising purchases. These Canadian grants were likewise made payable over a period, generally of three years. It would require the services of someone thoroughly familiar with the Canadian libraries to estimate the effect of the grants upon the libraries receiving them. I can only report that the methods



seemed sound and the results commended themselves to the Group as a whole, and I believe, to the Corporation.

LIBRARIES IN JUNIOR COLLEGES

The Corporation next turned its attention to the libraries of junior colleges. As was mentioned above, these colleges compose a very large group, and are mostly of recent origin. Their libraries in most cases lack tradition and their librarians are frequently lacking in experience. To deal with so large and so new a group of colleges, the Corporation assembled a smaller Advisory Group, which began to operate in November, 1934, and finished its work in May, 1937. This group was composed of the following persons: W. W. Bishop, Librarian, University of Michigan; J. B. Edmonson, Dean, School of Education, University of Michigan; W. C. Eells, Professor of Education, Stanford University; W. W. Haggard, Superintendent of the Joliet Junior College; L. V. Koos, Professor of Education, University of Chicago; Carl H. Milam, Secretary, American Library Association; C. E. Rush, Associate Librarian, Yale University; L. R. Wilson, Dean, Graduate Library School, University of Chicago, and J. M. Wood, President, Stephens College. Mr. Bishop served as Chairman of the Group.

In all its work the Group had the constant advice of the President and the Secretary of the Carnegie Corporation. This Group was also able to profit by the experience of the first Advisory Group, as several of its members served on both bodies. The purpose of the Corporation as conveyed to the Advisory Group was primarily the same as that animating it in its grants to the four-year colleges, i. e., the stimulation of interest and thought about the library problem in junior colleges.

It was observed in the beginning that these libraries as a group were much smaller than those of the four-year colleges. While a few of them had been in existence for a considerable time, many of them were of very recent creation. Most of

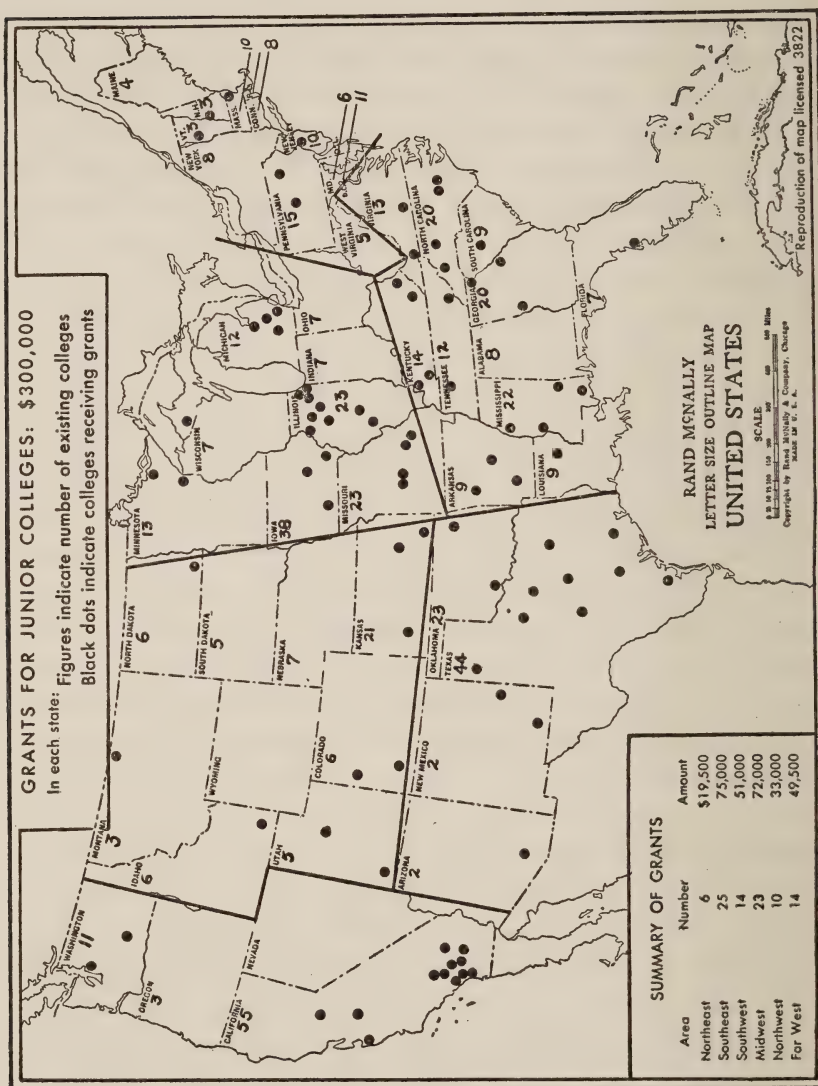
them grew out of the library of a high school, and in many cases the junior college library and the high school library were found to be combined under a single administration and very frequently operating in the same quarters, generally with a separate reading room for junior college students. The junior college itself is an outgrowth of the publicly supported high school in most parts of the country. It results from a definite local demand for education beyond the high school provided by the community itself at the expense of the taxpayer. There are, of course, numerous privately controlled junior colleges, particularly in the South and the East, but their library problems are practically the same as those of the publicly supported institutions.

The geographical distribution of the junior colleges likewise presents decided contrasts to the distribution of the four-year liberal arts colleges. In precisely those parts of the country in which the four-year colleges have grown numerous, the junior college has made smaller progress. In the whole of New England, for example, there were found less than 25 junior colleges. There are very few in New York, Pennsylvania, Maryland, and Ohio. In the Southeastern and Southwestern regions they are numerous. They are met with in considerable numbers in the Mid-Western area, and on the Pacific Coast the junior colleges have grown both to large size and to a considerable number. Incidentally, the Advisory Group discovered that the Pacific Coast junior colleges are frequently of quite a different type from those found in the Southeast, for example. They contain large groups of students who do not plan to go on with further studies, and are characterized by a large number of vocational courses in addition to the ordinary academic subjects.

The privately controlled junior colleges are not so numerous as those publicly controlled, but they comprise none the less an important and noteworthy group, containing some of the most highly developed and successful junior colleges in the country.

The Group observed early in its work that there were certain definite disadvantages in libraries controlled by the local school board. Further, the superintendent of schools not infrequently has been obliged to assume the headship of the junior college in many American cities. In many other cases the principal of the high school has become the head of the junior college as well. This arrangement almost completely integrates the junior college with the local school system, and has made it very difficult to develop junior college libraries along traditional lines. It was evident, therefore, that the Advisory Group could not take for granted a wide-spread understanding of this newer group of institutions such as could be assumed in the case of the four-year colleges of liberal arts. It was necessary to make more extensive preliminary studies, and incidentally, it may be said that the material gathered by the Advisory Group probably presents a more faithful picture of the junior college at the present time than is to be found anywhere else. Because of the necessity of this thorough-going study of a novel institution existing in very large numbers, the Group decided to make no recommendations for grants until the entire area had been studied. The recommendations for the grants were, therefore, delayed until the late spring of 1937, when the preliminary studies were concluded.

A "Request for Information," similar to the "score card" previously employed, was drawn up after considerable study on the part of the Advisory Group, and after tests had shown that the information sought could be supplied in most cases. This "Request for Information" was sent to all the junior colleges of record (547) in the United States in March, 1935, except those which were specifically organized for negroes. Because replies were not received at first from a considerable number of junior colleges, a second letter containing the "Request for Information" was sent out in June, 1935, and in November of the same year a third letter was sent



to junior colleges from which no replies had been received. Even so, a considerable number of junior colleges complained in the later stages of the study that they had not been given an opportunity to present their case. In all, replies were received from 327 institutions. The Group found that it was advisable to rule out of consideration colleges which had been so recently formed that they had had no time to show results from a policy concerning their libraries. Others were too small to receive consideration, and a considerable number failed to fill out the "Request for Information" in sufficient detail so that any accurate judgment could be formed about their libraries. In consequence, the number actually studied, while large, was only about three-fifths of the total in the country. It will be noticed there was no process of selection in advance of securing information, but an effort was made to get data from all the junior colleges in the United States. The percentage of replies, however, is fairly high when one considers the attitude of many administrators toward questionnaires.

The accompanying map will show the distribution of junior colleges in the United States in January, 1935, and the distribution of the grants made on the recommendation of the Advisory Group. This map is divided into six regions, which appear to be in a sense the standard areas now adopted for statistical study.

From the beginning of the study a *List of Books for Junior College Libraries* was in mind, and materials for the *List* had been assembled in some amount by Mr. Gourlay. On his transfer to McMaster University, Mr. Mohrhardt became the compiler of the *List*. The Advisory Group took an active part in deciding what subjects should be covered and the portion of the total list to be assigned to the individual departments of instruction. The method followed in making selections was decidedly different from that followed by Mr. Shaw, and the total volume of the *List* was somewhat more than one-third

less than the number of titles in the Shaw *List*. In a preliminary loose-leaf form the *List of Books for Junior College Libraries* was sent to all the junior colleges which answered the "Request for Information." Only 184 were asked to check the *List* against their holdings and return the checked copy to Ann Arbor. This comparatively small number represented a very rigorous process of selection by the Advisory Group while the *List* was in preparation. All proprietary institutions were ruled out at the beginning, also those schools which had fewer than 75 students. Junior colleges reporting no library were naturally not considered, and those reporting no librarian were likewise generally omitted. A few others were omitted because the information supplied was so scanty that no judgment could be formed about their libraries. The *List of Books for Junior College Libraries* was returned fully checked by 179 colleges. The results of the checking showed on the whole a higher average of holdings of the books recommended than was the case in the four-year college reports. However, as the *List* was strictly limited to books known to be in print, and hence available for purchase, there was a certain inevitable emphasis on recent books which were only imperfectly represented in the Shaw *List*. On the basis of preliminary returns Professor Eells printed in the *Junior College Journal*, January, 1936, a description of a typical junior college library, which did not present a very flattering picture. It was evident on the basis of these figures that stimulation toward the effective support of their libraries was a definite need of the junior colleges as a whole. The Group, of course, found certain libraries which were highly developed and thoroughly effective, with unquestionably good administrative service.

The *List of Books* in its final form appeared under the imprint of the American Library Association in 1937, the Corporation having paid the cost of manufacture. It is noticeable that while this *List* contains only 5,300 titles and covers but

229 pages, the index occupies 64 pages. A new feature of the index is the inclusion of detailed subject headings, which were omitted from the Shaw *List*. Many more title entries are also included than Mr. Shaw found desirable in his index. The book is completed with a directory of American and British publishers whose books are cited in the *List*. While this directory is but 7 pages long, it is one of the most useful parts of the book. Not only does it give the address of each publisher, but it indicates many changes of ownership of the stocks of books, and is likely to prove one of the most valuable features of the book itself.

In order to visit promptly within a reasonable period of time the libraries selected for study (184 in number), it was necessary to assemble a group of visitors. These included Professor Randall and Mr. Gourlay, who had had previous experience in visiting four-year college libraries, Mr. E. W. McDiarmid, then librarian of Baylor University, Mr. James E. Gourley, of the New York Public Library, and Mr. Foster E. Mohrhardt. In addition Mr. Warren L. Perry, Librarian of the College of Puget Sound, was enlisted to visit certain colleges in the Pacific Northwest. The libraries were visited between November, 1936, and March, 1937, and reports therefore are comparable in point of time. The visitors were brought together for preliminary instructions in November, 1936. Some of the visits were made by train and others by motor car. Preliminary visits had been made by the Chairman of the Group, by Mr. Gourlay, and by Mr. Mohrhardt, and a form of report had been worked out, based largely upon this previous experience in inspection.

While the visits were in progress, summaries were made of the returns from each college, giving the salient facts in condensed form, so when the Advisory Group came to make its decisions, it had before it maps showing geographical distribution, a summary giving the important details about each junior

college library, and the report of a personal inspection on the part of a trained visitor. The visitors met with the Advisory Group in its two final sessions at which it made its decisions. It was thus possible to question each of the visitors as to details of his report and as to personal impressions which had not been a matter of record. It will be seen, therefore, that much preliminary work was done in advance of arriving at any decisions. It should be observed also that the visitors' reports by vote of the Group were treated as confidential. There has been a lively demand for them, but they have not been given out in any case.

In arriving at its final recommendations the Advisory Group on Junior College Libraries was greatly influenced by its desire to spread the grants over the United States in such a way as to advance the cause of junior college libraries in each of the six regions previously mentioned. It would be idle to ignore the fact that standards varied decidedly in these different regions. Some states, which are well known to be ill-provided with public funds, have developed small junior colleges in great numbers. The Group believed also it was extremely important not to ignore the evident geographic progress of the junior colleges in making its awards. It will be found, therefore, if any study is made of the geographic distribution of these awards, that they follow very closely the historical development of junior colleges in the United States.

Ninety-two grants were recommended, amounting to \$300,000, and arranged to be spread over a period of three years. Ten of these grants were for \$6,000; seventeen for \$4,500; forty-four were for \$3,000; and twenty-one were for \$1,500. (See Appendix E, page 56.) The money for the fiscal year 1936-37 was already available, and the colleges receiving these grants were notified in June, 1937, that they might begin immediately to order books. The ordering has gone forward rapidly since September, and is in full swing at the present moment. The

grants for the second year became available on October 1, 1937, so that practically the allocations for the first two years were available in the fifteen months beginning last July 1. This has naturally resulted in a larger number of orders than will come in during the last year of operation.

The Advisory Group likewise decided to issue a statement of standards for junior college libraries. Following the principles laid down by the first Advisory Group, the standards were chiefly qualitative rather than quantitative. A quantitative interpretation of the standards seemed desirable, and an article prepared by Mr. Mohrhardt was published in January, 1938, in the *Junior College Journal* (Vol. VII, No. 4, 1938). He showed how the standards adopted by the Group may be interpreted in figures based upon the actual expenditure of the colleges receiving the higher awards. No colleges, however, are named. The Standards themselves were published in a pamphlet prepared by Mr. Lester and issued by the Corporation in 1937 under the title, *The Development of Junior College Libraries*. This has received fairly wide distribution.

Centralized purchasing is now in operation for the junior colleges, of course on a somewhat smaller scale than the earlier buying. Again orders are being placed with the same dealers whose services were used before, although there are naturally fewer orders for foreign books. In contrast to nearly 200 dealers from whom books were purchased for the four-year colleges, fewer than 30 dealers have been drawn upon at the present time in the junior college purchasing. This is, of course, in part due to the character of the books ordered by the junior colleges, and in part to the fact that the sums available are smaller, so that they are being spent chiefly for books issued by American firms. Again the selection of titles is entirely in the hands of the colleges; orders are not questioned, and no attempt has been made to influence purchases. Order forms have been provided, and this has resulted in a greater degree of uniformity

and simplicity, and has greatly lessened the work of the purchasing office. It is perhaps worth while noting that a limited number of phonograph records and pictures have been ordered on appropriations for both groups of colleges. Musical scores have also been purchased in comparatively small numbers. Maps too have been bought. The appropriation for books, therefore, has been stretched to cover other related material. As in the case of the first Advisory Group, we have discouraged colleges wishing to pay for current subscriptions to periodicals from these grants, since these seem to be a continuing obligation on the part of the college. We have, however, been glad to help colleges fill out sets of periodicals. This was a considerable part of the work of the purchasing office in its first years, but is likely to be a small portion only with the junior college group.

It is perhaps too early to attempt any statement as to the character of the purchases. A large proportion of the books ordered has been taken directly from Mohrhardt's *List of Books for Junior College Libraries*. With the passage of time the orders for books published after the *List* appeared will undoubtedly grow in number.

Very careful records have been kept to discover what savings have been accomplished by centralized purchasing. Up to the present time the savings to the junior colleges have been decidedly higher than for the four-year colleges, amounting to approximately 27½% of the list price. When one recalls how many books at net cost are included in these orders, this saving is indeed remarkable. It is noteworthy that the work of identifying books still has to be performed, in spite of the fact that the forms on which books are now ordered suggest the need for more complete information than was furnished in the earlier orders prepared by the colleges themselves. The accounting system has likewise been greatly simplified by the Corporation, reducing the work in the purchasing office and in the offices of the

Corporation. In other words, as the operation proceeded, we have profited by our experience.

On the whole we are thoroughly satisfied with the character of the books which are being ordered by the junior colleges. The orders contain a distinctly larger element of books of a popular character than in the case of the four-year colleges. This is probably a result of the definite emphasis in all our publicity on efforts to get away from the text book. The colleges can be trusted to supply a sufficient number of text books, but most of them have not had enough money to supplement these with more attractive and yet authoritative works of a more general character. There is abundant evidence that the junior colleges have been distinctly stimulated to give attention to the problem of their libraries. Proof of this can be found in the increasing number of articles about junior college libraries, and in the increased demands by junior colleges made on library schools for trained librarians and in the requests for assistance in planning library quarters, many of which have come to the Chairman of the Advisory Group.

GENERAL EFFECTS OF GRANTS

It is perhaps fitting to enumerate some of the results of the work of these three Groups, and of the grants made by the Corporation in aid of the libraries of colleges in Canada and the United States.

In the first place attention should be called to the *Standards* issued by the two Groups. Previously there had been no attempt at formulating acceptable and well based standards for college libraries, drawn up as a result of expert study to which officers of colleges could turn for guidance and a test of their own institutions. The efforts made in this direction by the various accrediting agencies had been almost wholly based upon the number of volumes and upon physical factors in the library equipment. That is, a minimum number of volumes had been

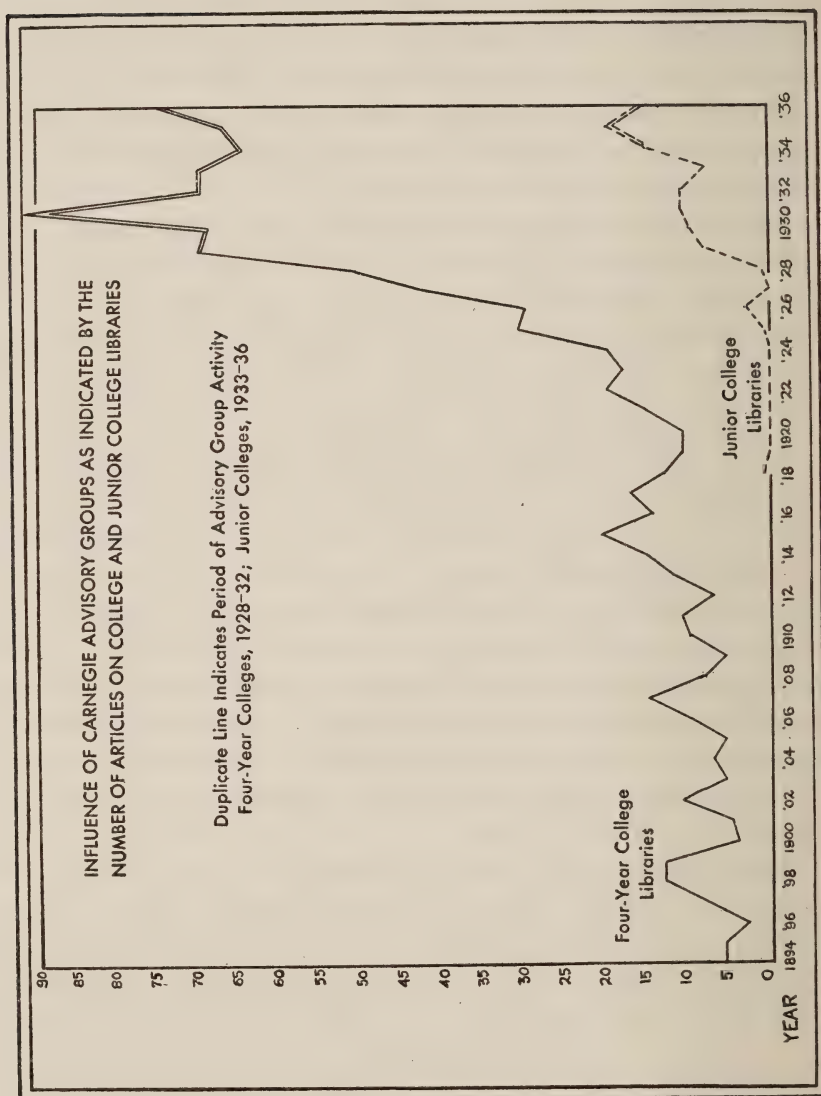
specified, a minimum number of seats, and generally some remarks about effective catalogs. In contrast, the statement adopted by both Groups emphasized *adequacy* in relation to the work of the college. The number and kind of volumes which will serve effectively a college of 200 students with few departments of instruction are utterly insufficient for a college of 4000. The standards probably require interpretation, but they are none the less the first considered attempt resulting from careful deliberation by a thoroughly competent group to set forth in simple and plain terms what a college ought to require of its library. It seems to me likely that these standards in the long run will prove of greater value than any other results from the Corporation grants and from the work of the three Advisory Groups.

The two lists of books themselves are a distinct achievement. Prior to their publication we had no means at all of judging book selection in a college library. Whatever their imperfections or omissions, the two lists are at least a beginning and afford a firm basis for additions and supplements and for constructive criticism. After all, if one has no list of books, he has to construct one, which is precisely what each of the colleges had done with more or less success. While it would, of course, be foolish to assert that either list is of itself a sufficient guide to purchasing for college libraries, it may safely be said that any college which owns all the books on either list is well equipped for the work of instruction and for the other uses to which college libraries may and should be put. Experts will differ over details. One critic announced loudly that the Shaw *List* was useless, but confessed to me in the same conversation that his college had ordered under its Corporation grant over 8000 volumes on the *List*. The present demand for a supplement to the Shaw *List* which is being voiced by librarians of a great many colleges seems to justify the *List* itself. If the two lists have done nothing more than to call the attention of the faculties and librarians

of American colleges to the necessity for including a considerable number of books of foreign and British origin, they would have served their purpose. It is in these two departments that most of the libraries visited and most of the libraries that checked the *List*, were found to be most noticeably deficient. Any suggestions of titles for purchase that will tend to break down provincialism and isolation is of itself a beneficial contribution to higher education in America.

Another result of the activities with which this report deals is an increase in the number of studies of college libraries in the last decade. The accompanying graph prepared by Mr. Mohrhardt shows most clearly that the work of the Group brought into print a considerable number of articles. It should be noted that members of these Advisory Groups themselves contributed somewhat largely to this increase in the number of printed materials on the college library available in America. The books which have grown out of this study, particularly Mr. Randall's, and the subsequent book which he and Mr. F. L. D. Goodrich, Librarian of the College of the City of New York, have written on the administration of the college library, are among the first definite contributions in book form to the literature on the library of American colleges. Thus there is slowly forming a body of doctrine which will be of great value in future years to persons concerned with the problem of the college library.

The actual increase of the collections of certain college libraries as the result of grants, particularly in the difficult period of the depression, is, of course, the most evident practical result of the undertaking. I should say that my own observations of the colleges receiving these grants show there has been a growing emphasis on acquiring periodicals and reference books, both of which are obviously necessary to college teaching. It is noteworthy that this emphasis has not resulted by pressure brought to bear by either the Corporation or the Advisory



Group, but has come directly from the colleges themselves, and is an evidence of the desire of the college faculties to place before their students materials of fundamental importance in their several fields. It is evident also that the acquisition of this large number of books has offered an opportunity for the development of a reading habit on the part of the students which otherwise would be lacking. It would probably be difficult, if not impossible, to show by circulation statistics or by any of the ordinary means of statistical inquiry the actual benefits thus conferred upon students of American colleges. After all, the value of books, or of any particular book, to a student is not a matter which can be determined by counting. The reading of a single work, nay, even of a single chapter of a work, may influence a student's entire subsequent career. We all know this is true in our own experience. I am convinced that two or three books which I read quite casually in college did more to shape my own development than the sum of instruction which I received. I am, therefore, profoundly distrustful of any statistical approach to an evaluation of this whole enterprise. It is to me a matter of great gratification to have been able to share in providing in fairly large quantities books which would not have otherwise been added to the libraries of over 200 colleges in the United States and Canada.

One definite result appears to have been a quickening effect upon the administrative officers of colleges in considering their libraries. This effect too cannot be measured or shown statistically. Most of the college presidents to whom the original "score card" was submitted at Chattanooga in 1929 said frankly they were unable to answer the great majority of even the general questions, but would have to call in their librarians. Practically all of them were, however, fully primed on these matters when the visitors appeared at their colleges. It is not probable that they have lost their sense of awareness of the problems presented by their libraries. If my correspondence is any indi-

cation, I should say that college presidents are asking the library schools to furnish a quite different type of librarian from that which they demanded a decade since. They are apparently much more aware of the necessity not only of scholarly and professional training, but of business ability as well. I am told by my colleagues who are in charge of other library schools that they are having much the same experience. This seems to me a definite recognition of the importance of the library in the college. Certainly the colleges are paying their librarians higher beginning salaries than they were ten years ago.

The fact that the Association of American Colleges has asked for and received a grant from the Carnegie Corporation for a study by Professor Harvie Branscomb, of Duke University, of the integration of the college library with the college curriculum, may, it seems to me, be considered as an outgrowth of the work of these Advisory Groups, and is further a very definite indication that college presidents and deans have become conscious of the fact that they have altogether too frequently taken their library service for granted without inquiring too fully into its methods or its necessary support. Without anticipating Professor Branscomb's results, it is perhaps proper to note his conviction that it is inevitable that the function and duties of the college librarian will have to be decidedly enlarged in the future.

The centralized purchasing has presented an example of the savings which can be effected by pooling orders. These savings in the actual price paid for the books have been indicated above, but another factor which should not be overlooked is the absence of confusion and uncertainty resulting from poorly prepared orders. Until one has encountered the lack of definiteness with which books are ordered by professors, he has no idea of the amount of unnecessary labor performed daily all over the country by librarians endeavoring to place orders and by dealers attempting to fill them. Only personal experience of order-

ing on a large scale can bring this matter home to an observer. The libraries of some of the larger colleges can undoubtedly order for themselves with as much expedition and with as good financial results as can any centralized purchasing office, but the small libraries lack almost completely the necessary bibliographical tools, and are in a very different class. Their librarians are perforce obliged to spend most of their time on other matters than ordering books. They cannot, because of lack of experience, become thoroughly acquainted with the book trade, particularly the antiquarian book trade, in Europe and America. They are, therefore, at the mercy of jobbers and commission houses who frequently fail to get what they want and almost invariably charge them high prices for any unusual materials they supply. The example set by the centralized purchasing done for the Corporation is being very closely watched by the book trade as well as by librarians who are interested in administration. There are undoubtedly some drawbacks to the system, and if the Corporation had not provided the necessary overhead, and if the University of Michigan had not provided space, heat, and lighting, purchasing operations would have been simply impossible at anything like the small overhead cost which has actually been incurred. It is therefore not proper to draw too strong deductions from our experience. It would seem, however, that the American Library Association could perfectly well perform such an operation, provided its people could have access without too much expense to a good stock of bibliographical tools. The overhead cost of the operation would be considerably increased, perhaps doubled, but even so, the results, particularly in securing the desired books, would justify the effort.

The grants given by the Corporation to four colleges for endowment of librarianship, later increased by similar endowments to a few others, has undoubtedly had a very decided influence in turning the attention of college executives to the

desirability and indeed to the necessity for endowments for similar purposes in their own colleges. The fact that Swarthmore and Oberlin, for example, have been able to retain librarians of distinction at a time when there is a great demand for experienced and trained heads of libraries, is in itself an object lesson which is not being overlooked by the presidents of other colleges.

A number of colleges have organized groups of "friends of the library" who are in some cases working toward adequate endowments to provide the best type of service for their libraries. It may take years before these endowments reach the size of the gifts made by the Corporation, but the example, I believe, is bearing fruit already.

The College Library Advisory Board which has been set up at the headquarters of the American Library Association and which has been financed largely through gifts by the Corporation, should perhaps be cited as an outgrowth of the work of the Advisory Groups. The work of this board is becoming more and more useful to the smaller colleges, and it is bound to have a very decided influence as the years go by. It is distinctly worth while for college libraries to associate themselves definitely with the library movement the country over. It is not without significance that the first president and the first secretary of the American Library Association were from college libraries. Justin Winsor and Melvil Dewey exercised a decisive influence on the development of librarianship in the United States. This leadership in the American library movement has not been wholly lost by the colleges, nor have they been completely submerged in the rising tide of municipal libraries.

It is extremely difficult to recognize any effect on librarians from the work of these three advisory groups. It is, however, possible to say that students of library science in the library schools in this country and England have had furnished to them printed material in considerable number which they have

used to very great advantage. Without the books and articles enumerated in this report and in the Appendix many if not most of the papers written by students of college and university library administration would have been less fruitful than has been the case in the last five years. I find in my own teaching that continual reference is made to these printed materials, and it is not too much to say that they have been a great boon in directing and in forming the studies of persons who will in the next two decades control the development of college and university libraries.

There seems little doubt that a more remote but none the less significant result of these undertakings will be a definite and much needed appreciation of the position of librarian in the American college. As I pointed out in my address given at the dedication of the library of the Claremont Colleges in 1932, the demands which a college makes on its librarian are really manifold and extremely difficult to fill with any success. The college requires its librarian to be a business man, an administrator, a scholar, and an effective instructor of students, and at the same time to oversee and guide reading in many fields. It is practically impossible to produce a paragon who will succeed in all these lines of activity. The most that can be expected is that we shall develop of necessity a type of scholarly administrator who will understand the problems of instruction and will be able to deal sympathetically with the problems of students, and at the same time will be sufficiently versed both in the technique of his profession and in the management of financial affairs to administer a college library with a fair degree of success.

I must leave to others the decision whether or not this whole undertaking has been worth while. I have been so much absorbed myself in guiding and assisting in the labors of the three advisory groups and in the daily operations of the purchasing office that I feel much too near the work itself to pass any critical

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judgment on it. I am confident, however, that the Corporation's money has been expended carefully, and in general, wisely, and that the results seem commensurate with the amounts expended and with the interest shown by the Trustees of the Carnegie Corporation.

WILLIAM WARNER BISHOP

February 18, 1938

APPENDICES

APPENDIX A

GRANTS FOR FOUR-YEAR LIBERAL ARTS COLLEGES

Alabama

Alabama College, Montevallo	\$8,000
Birmingham-Southern College, Birmingham	25,000
Tuskegee Institute, Tuskegee (Negro colleges not included in Advisory Group study; this individual grant, however, was expended through Centralized Purchasing Office.)	25,000

Arkansas

College of the Ozarks, Clarksville (Granted previous to organization of Advisory Group, but expended through Centralized Purchasing Office.)	10,000
Hendrix College, Conway	6,000

California

Claremont (Pomona and Scripps) Colleges, Claremont	25,000
Mills College, Mills College	10,000
Occidental College, Los Angeles	10,000
Whittier College, Whittier	10,000

Colorado

Colorado College, Colorado Springs	15,000
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Connecticut

Connecticut College for Women, New London	10,000
Trinity College, Hartford	15,000

Florida

Florida State College for Women, Tallahassee	5,000
Rollins College, Winter Park	8,000

Georgia

Agnes Scott College, Decatur	15,000
Wesleyan College, Macon	8,000

Idaho

College of Idaho, Caldwell	5,000
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Illinois

Augustana College, Rock Island	8,000
Illinois College, Jacksonville	10,000
Knox College, Galesburg	10,000
Lake Forest College, Lake Forest	10,000
Rockford College, Rockford	10,000
Rosary College, River Forest	10,000

Indiana

Earlham College, Richmond	15,000
Wabash College, Crawfordsville	15,000

Iowa

Coe College, Cedar Rapids	10,000
Grinnell College, Grinnell	15,000
Penn College, Oskaloosa	10,000

CARNEGIE CORPORATION AND COLLEGE LIBRARIES

Kansas

Baker University, Baldwin	\$6,000
Friends University, Wichita	6,000

Kentucky

Berea College, Berea	10,000
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Massachusetts

Mount Holyoke College, South Hadley	25,000
Wellesley College, Wellesley (Not expended through Centralized Purchasing Office.)	25,000
Wheaton College, Norton	15,000

Michigan

Albion College, Albion	10,000
Marygrove College, Detroit	8,000

Minnesota

College of St. Catherine, St. Paul	15,000
Hamline University, St. Paul	10,000

Mississippi

Millsaps College, Jackson	10,000
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Missouri

Drury College, Springfield	10,000
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Nebraska

Doane College, Crete	6,000
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New Mexico

University of New Mexico, Albuquerque	25,000
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New York

Alfred University, Alfred	6,000
Bard College, Annandale-on-Hudson	10,000
Hobart College, Geneva	15,000
St. Lawrence University, Canton	10,000
Sarah Lawrence College, Bronxville	10,000
Wagner College, Staten Island	5,000

North Carolina

Davidson College, Davidson	15,000
Elon College, Elon College	10,000
Guilford College, Guilford College	8,000

Ohio

Antioch College, Yellow Springs	10,000
College of Wooster, Wooster	15,000
Denison University, Granville	15,000
Marietta College, Marietta	10,000
Mount Union College, Alliance	10,000
Ohio Wesleyan University, Delaware	15,000
Western College, Oxford	10,000

CARNEGIE CORPORATION AND COLLEGE LIBRARIES

<i>Oklahoma</i>	
University of Tulsa, Tulsa	\$10,000
<i>Oregon</i>	
Linfield College, McMinnville	6,000
Reed College, Portland	15,000
<i>Pennsylvania</i>	
Allegheny College, Meadville	12,000
Dickinson College, Carlisle	10,000
Franklin & Marshall College, Lancaster	15,000
Gettysburg College, Gettysburg	10,000
Haverford College, Haverford (Granted subsequent to close of Advisory Group, but expended through Centralized Purchasing Office.)	15,000
<i>Rhode Island</i>	
Brown University, Providence	25,000
<i>South Carolina</i>	
Coker College, Hartsville	8,000
Winthrop College, Rock Hill	10,000
<i>Tennessee</i>	
Southwestern College, Memphis	10,000
<i>Texas</i>	
Our Lady of the Lake College, San Antonio	6,000
Rice Institute, Houston	15,000
<i>Vermont</i>	
Bennington College, Bennington	25,000
<i>Virginia</i>	
College of William & Mary, Williamsburg	15,000
Hollins College, Hollins	10,000
Randolph-Macon College, Lynchburg	5,000
Roanoke College, Salem	8,000
Sweet Briar College, Sweet Briar	14,000
<i>Washington</i>	
College of Puget Sound, Tacoma	10,000
Whitman College, Walla Walla	15,000
<i>Wisconsin</i>	
Beloit College, Beloit	14,000
Lawrence College, Appleton	15,000
Milwaukee-Downer College, Milwaukee	10,000
<i>Hawaii</i>	
University of Hawaii, Honolulu	15,000
Total: 84 Colleges	<hr/> \$1,011,000

CARNEGIE CORPORATION AND COLLEGE LIBRARIES

APPENDIX B

GRANTS FOR COLLEGES IN THE NEAR EAST

(Through Carnegie Endowment for International Peace)

American College of Teheran, Teheran, Persia	\$4,500
American Farm School, Salonica, Greece	2,500
American University, Beirut, Syria	6,000
American University, Cairo, Egypt	3,000
Anatolia College, Salonica, Greece	4,500
Assiut College, Assiut, Egypt	4,500
Athens College, Athens, Greece	3,000
Constantinople Woman's College, Istanbul, Turkey	6,000
Evangelismos Hospital, Athens, Greece	1,000
International College, Smyrna, Turkey	4,500
Robert College, Istanbul, Turkey	6,000
Sofia American Schools, Sofia, Bulgaria	4,500
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Total: 10 Institutions	\$50,000

APPENDIX C

FOR ENDOWMENT OF LIBRARIANSHIP

Lafayette College, Easton, Pennsylvania	\$150,000
Oberlin College, Oberlin, Ohio	150,000
Swarthmore College, Swarthmore, Pennsylvania	150,000
Wesleyan University, Middletown, Connecticut	150,000
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Total: 4 Colleges	\$600,000

CARNEGIE CORPORATION AND COLLEGE LIBRARIES

APPENDIX D

GRANTS FOR COLLEGES IN CANADA AND NEWFOUNDLAND

Acadia University, Wolfville, Nova Scotia	\$15,000
Assumption College, Sandwich, Ontario	2,400
Bishop's College, Lennoxville, Quebec	4,500
Campion College, Regina, Saskatchewan	1,500
Dalhousie University, Halifax, Nova Scotia	9,000
Kings College	3,000
Laval University, Quebec, Quebec	6,000
Luther College, Regina, Saskatchewan	2,400
McGill University, Montreal, Quebec	15,000
McMaster University, Hamilton, Ontario	6,000
Mount Allison University, Sackville, New Brunswick	4,500
Mount Royal College, Calgary, Alberta	1,500
Newfoundland Memorial University College, St. John's	3,000
Ottawa University, Ottawa, Ontario	4,500
Prince of Wales College, Charlottetown, P.E.I.	4,500
Queen's University, Kingston, Ontario	15,000
Regina College, Regina, Saskatchewan	3,000
St. Dunstan's College, Charlottetown, P.E.I.	1,800
St. Francis Xavier College, Antigonish, Nova Scotia	4,500
School of Higher Commercial Studies, Montreal, Quebec	3,000
Stanstead College, Stanstead, Quebec	1,800
University of Alberta, Edmonton	15,000
University of British Columbia, Vancouver	15,000
University of New Brunswick, Fredericton	4,500
University of Saskatchewan, Saskatoon	9,000
University of Toronto	
University College	15,000
Trinity College	6,000
Victoria College	15,000
University of Western Ontario, London, Ontario	15,000
Ursuline College, London, Ontario	1,500
Victoria College, Victoria, British Columbia	3,000
Waterloo College, Waterloo, Ontario	2,400
Total: 32 Colleges	<hr/> \$213,300

APPENDIX E

GRANTS FOR JUNIOR COLLEGES

<i>Arizona</i>	
Phoenix Junior College, Phoenix	\$3,000
<i>Arkansas</i>	
Arkansas Polytechnic College, Russellville	3,000
Little Rock Junior College, Little Rock	6,000
State Agricultural & Mechanical College, Magnolia	4,500
<i>California</i>	
Bakersfield Junior College, Bakersfield	4,500
Chaffey Junior College, Ontario	4,500
Compton Junior College, Compton	4,500
Long Beach Junior College, Long Beach	6,000
Los Angeles Junior College, Los Angeles	3,000
Menlo Junior College, Menlo Park	3,000
Modesto Junior College, Modesto	6,000
Pasadena Junior College, Pasadena	3,000
Pomona Junior College, Pomona	1,500
Riverside Junior College, Riverside	3,000
San Bernardino Valley Junior College, San Bernardino	3,000
Yuba County Junior College, Marysville	1,500
<i>Colorado</i>	
Fort Lewis School, Hesperus	3,000
Mesa College, Grand Junction	3,000
<i>Florida</i>	
St. Petersburg Junior College, St. Petersburg	3,000
<i>Georgia</i>	
Junior College of Augusta, Augusta	1,500
West Georgia College, Carrollton	3,000
Young L. G. Harris College, Young Harris	4,500
<i>Idaho</i>	
Southern Branch, University of Idaho, Pocatello	3,000
<i>Illinois</i>	
Blackburn College, Carlinville	3,000
Frances Shimer Junior College, Mt. Carroll	1,500
Joliet Junior College, Joliet	6,000
LaSalle-Peru-Oglesby Junior College, La Salle	3,000
Lyons Township Junior College, La Grange	1,500
Morton Junior College, Cicero	3,000
North Park College, Chicago	3,000
Springfield Junior College, Springfield	3,000
Thornton Junior College, Harvey	1,500

CARNEGIE CORPORATION AND COLLEGE LIBRARIES

Iowa

Burlington Junior College, Burlington	\$3,000
Graceland College, Lamoni	3,000
Washington Junior College, Washington	1,500

Kansas

Dodge City Junior College, Dodge City	4,500
El Dorado Junior College, El Dorado	3,000
Parsons Junior College, Parsons	3,000

Kentucky

Bethel Woman's College, Hopkinsville	3,000
Mount St. Joseph Junior College, Maple Mount	1,500
Pikeville College, Pikeville	3,000
Sue Bennett College, London	4,500

Louisiana

Northeast Center of Louisiana State University, Monroe	3,000
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Massachusetts

Bradford Junior College, Bradford	3,000
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Michigan

Bay City Junior College, Bay City	1,500
Flint Junior College, Flint	6,000
Highland Park Junior College, Highland Park	3,000
Ironwood Junior College, Ironwood	1,500
Jackson Junior College, Jackson	3,000

Minnesota

Duluth Junior College, Duluth	1,500
Virginia Junior College, Virginia	3,000

Mississippi

Harrison-Stone-Jackson Junior College, Perkinston	1,500
Jones County Junior College, Ellisville	1,500
Sunflower Junior College, Moorhead	1,500
Whitworth College, Brookhaven	1,500

Missouri

Christian College, Columbia	4,500
Junior College of Flat River, Flat River	4,500
Stephens College, Columbia	6,000
William Woods College, Fulton	4,500

Montana

Northern Montana College, Havre	4,500
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New Hampshire

Colby Junior College, New London	6,000
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New Jersey

Centenary Junior College, Hackettstown	1,500
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New Mexico

Eastern New Mexico Junior College, Portales	6,000
New Mexico Military Institute, Roswell	4,500

CARNEGIE CORPORATION AND COLLEGE LIBRARIES

<i>North Carolina</i>	
Lees-McRae College, Banner Elk	\$3,000
Mars Hill College, Mars Hill	6,000
Peace, A Junior College for Women, Raleigh	1,500
St. Mary's School, Raleigh	4,500
<i>North Dakota</i>	
North Dakota State School of Science, Wahpeton	3,000
<i>Oklahoma</i>	
Bacone College, Muskogee	3,000
Murray State School of Agriculture, Tishomingo	3,000
<i>Pennsylvania</i>	
Scranton-Keystone Junior College, La Plume	3,000
Williamsport Dickinson Seminary, Williamsport	3,000
<i>South Carolina</i>	
Textile Industrial Institute, Spartanburg	1,500
<i>Tennessee</i>	
Tennessee Wesleyan College, Athens	4,500
University of Tennessee Junior College, Martin	4,500
<i>Texas</i>	
Amarillo College, Amarillo	3,000
Edinburg Junior College, Edinburg	4,500
Hardin Junior College, Wichita Falls	3,000
John Tarleton Agricultural College, Stephenville	3,000
Lee Junior College, Goose Creek	3,000
North Texas Agricultural College, Arlington	6,000
San Angelo College, San Angelo	3,000
Texas Lutheran Junior College, Seguin	3,000
Tyler Junior College, Tyler	3,000
<i>Utah</i>	
Dixie Junior College, St. George	3,000
Westminster College, Salt Lake City	3,000
<i>Vermont</i>	
Green Mountain Junior College, Poultney	3,000
<i>Virginia</i>	
Averett College, Danville	1,500
Virginia Intermont College, Bristol	1,500
<i>Washington</i>	
Pacific Lutheran College, Parkland	1,500
Yakima Valley Junior College, Yakima	4,500
Total: 92 Colleges	\$300,000

GRAND TOTAL, APPENDICES A-E

\$2,174,300

CARNEGIE CORPORATION AND COLLEGE LIBRARIES

APPENDIX F

FOUR-YEAR LIBERAL ARTS COLLEGES AND JUNIOR COLLEGES

Summary of Grants in Aid of Libraries in the United States

	<i>4-year Colleges Grants</i>	<i>Colleges Total</i>	<i>Junior Colleges Grants</i>	<i>Colleges Total</i>	<i>Grand Total</i>
<i>Northeastern</i>					
Connecticut	2	\$25,000			\$25,000
Delaware					
Maine					
Maryland					
Massachusetts	3	65,000	1	\$3,000	68,000
New Hampshire			1	6,000	6,000
New Jersey			1	1,500	1,500
New York	6	56,000			56,000
Pennsylvania	5	62,000	2	6,000	68,000
Rhode Island	1	25,000			25,000
Vermont	1	25,000	1	3,000	28,000
West Virginia					
Total	18	\$258,000	6	\$19,500	\$277,500
<i>Southeastern</i>					
Alabama	3	\$58,000			\$58,000
Arkansas	2	16,000	3	\$13,500	29,500
District of Columbia					
Florida	2	13,000	1	3,000	16,000
Georgia	2	23,000	3	9,000	32,000
Kentucky	1	10,000	4	12,000	22,000
Louisiana			1	3,000	3,000
Mississippi	1	10,000	4	6,000	16,000
North Carolina	3	33,000	4	15,000	48,000
South Carolina	2	18,000	1	1,500	19,500
Tennessee	1	10,000	2	9,000	19,000
Virginia	5	52,000	2	3,000	55,000
Total	22	\$243,000	25	\$75,000	\$318,000
<i>Southwestern</i>					
Arizona			1	\$3,000	\$3,000
New Mexico	1	\$25,000	2	10,500	35,500
Oklahoma	1	10,000	2	6,000	16,000
Texas	2	21,000	9	31,500	52,500
Total	4	\$56,000	14	\$51,000	\$107,000

CARNEGIE CORPORATION AND COLLEGE LIBRARIES

	<i>4-year Colleges</i>		<i>Junior Colleges</i>		<i>Grand</i>
	<i>Grants</i>	<i>Total</i>	<i>Grants</i>	<i>Total</i>	<i>Total</i>
<i>Midwestern</i>					
Illinois	6	\$58,000	9	\$25,500	\$83,500
Indiana	2	30,000			30,000
Iowa	3	35,000	3	7,500	42,500
Michigan	2	18,000	5	15,000	33,000
Minnesota	2	25,000	2	4,500	29,500
Missouri	1	10,000	4	19,500	29,500
Ohio	7	85,000			85,000
Wisconsin	3	39,000			39,000
Total	26	\$300,000	23	\$72,000	\$372,000
<i>Northwestern</i>					
Colorado	1	\$15,000	2	\$6,000	\$21,000
Idaho	1	5,000	1	3,000	8,000
Kansas	2	12,000	3	10,500	22,500
Montana			1	4,500	4,500
Nebraska	1	6,000			6,000
North Dakota			1	3,000	3,000
South Dakota					
Utah			2	6,000	6,000
Wyoming					
Total	5	\$38,000	10	\$33,000	\$71,000
<i>Far Western</i>					
California	4	\$55,000	12	\$43,500	\$98,500
Nevada					
Oregon	2	21,000			21,000
Washington	2	25,000	2	6,000	31,000
Total	8	\$101,000	14	\$49,500	\$150,500
<i>Territorial</i>					
Hawaii	1	\$15,000			\$15,000
GRAND TOTAL	84	\$1,011,000	92	\$300,000	\$1,311,000

APPENDIX G

COLLEGE LIBRARY STANDARDS

The college library is an essential instrument in the educational program of the college. Its officers are therefore concerned fully as much with educational as with administrative problems. It is with these educational functions, as well as with the ordinarily accepted administrative duties in mind, that the following standards have been prepared. Satisfactory performance of both the educational and administrative duties necessarily demands a generous and continuous financial support for the college library.

I. BUILDINGS

1. In view of the responsibilities of the library in the educational program of the college, the building will be successful only if planned with the full cooperation of the librarian. It should be designed for future as well as present needs.
2. The college library building should be used for library purposes only.
3. The college library building should be centrally located with respect to the remainder of the college plant.
4. The college library building should be fire-resistant, with adequate provision for light and ventilation.
5. The college library building should have space for the efficient storage of the book collection.
6. The reading room (or rooms) of the college library should contain seats for at least one-fourth of the student body, and should be used for reading and study only.
7. Facilities for individual study should be provided in the stacks for the use of advanced students and faculty members.
8. A separate room should be provided for the use of current periodicals.
9. There should be a special office for the sole use of the librarian. A separate room (or rooms) of ample size should be provided for the technical processes of the library (ordering, classification, cataloging, etc.).
10. The building should be so planned that supervision of the public rooms and stack entrance may be exercised by the smallest possible number of staff members. In small buildings supervision by one person should be possible.

II. STAFF

11. Since a college library should perform certain educational, administrative, and technical services, the staff should consist of persons who have been trained adequately for the performance of such services.

CARNEGIE CORPORATION AND COLLEGE LIBRARIES

12. In view of the importance of the services rendered by the library staff, its members should receive adequate recognition in the academic community with respect to salary scales, standards for advancement, security of tenure, etc.
13. The staff should be of sufficient size to permit the efficient operation of the library for as many hours of the day as may be necessary to meet the needs of students and faculty members. A trained assistant should be available for reference service whenever the library is open.
14. The college librarian should have administrative power covering the entire library organization, and should be responsible directly to the administrative head of the college. He should be considered as a member of the educational staff of the college.

III. BOOK COLLECTIONS

15. The book collection should contain the standard books of general reference.
16. The book collection should contain the standard reference books useful in the specific fields covered by the curriculum of the college.
17. The book collection should further contain:
 - a. an adequate stock of important general books—that is, books not specific to any one curricular field;
 - b. an adequate stock, for each curricular field, of books concerning:
 1. the field as a whole;
 2. those divisions of the field in which courses are offered and members of the teaching staff are interested;
 3. other significant divisions of the field.
 - c. an adequate stock of books concerning such important specific fields of interest as may not be treated in the curriculum; and
 - d. an adequate stock of books appropriate for leisure reading.
18. The college library should receive, bind, and preserve accessibly a selected number of general periodicals, and the standard scholarly periodicals in the fields covered by the curriculum. The continuity and completeness of the sets should be maintained.

IV. CLASSIFICATION AND CATALOGING

19. The book collection should be classified according to some standard system adapted to the needs of the college library.
20. A shelf list and a dictionary catalog of the collection, constructed according to the current practice best suited to the needs of the library, should be maintained.

V. TRAINING IN THE USE OF THE LIBRARY

21. Formal instruction in the use of the library should be given by the librarian or by some other competent instructor.

APPENDIX H

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